

информационные и образовательные ресурсы, совокупность информационных технологий, телекоммуникационных технологий, соответствующих технологических средств и обеспечивающей освоение обучающимися образовательных программ в полном объеме независимо от места нахождения обучающихся. Эффективным средством будет являться определение базовых профессиональных образовательных организаций, обеспечивающих поддержку региональных систем инклюзивного профессионального образования инвалидов в субъектах РФ, и ресурсных учебно-методических центров по обучению инвалидов и лиц с ограниченными возможностями на базе образовательных организаций высшего образования, в функции которых будет входить разработка и реализация образовательных программ с использованием исключительно электронного обучения, дистанционных образовательных технологий, предоставление коллективного пользования специальными информационными и техническими средствами, дистанционными образовательными технологиями, учебно-методическими материалами, разработка электронных образовательных ресурсов, в том числе мультимедийных, для обучающихся с различными видами ограничений здоровья.

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#### **THE TRAINING COMPLEX FOR LEARNING RUSSIAN AS A FOREIGN LANGUAGE (RFL) “V DOBRYI PUT’!” AND RFL COMPUTER-BASED TRAINING SYSTEM**

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A description of the nationally oriented training complex for learning Russian as a foreign language “V Dobryi Put’!” for German speakers which includes a textbook, an audio-supplement, a video-film and a test system is given. The computer-based training system, designed for this complex ensures effective teaching foreign students Russian phonetics, vocabulary, grammar, speech etiquette, and also facilitates the formation of the necessary communication skills.

Keywords: methods of learning a second language, Russian as a foreign language, training complex for learning Russian as a foreign language for German speakers, RFL computer-based training system.

**Учебный комплекс для изучения русского языка как иностранного (РКИ) «В добрый путь!» и компьютерный тренажер по РКИ. Романов Ю.А., Романов А.Ю.**

Приводится описание национально-ориентированного учебного комплекса по РКИ для немецкоговорящих «В добрый путь!», который включает учебник, аудиоприложение, видеофильм и систему тестов. Разработанный для данного комплекса компьютерный тренажер обеспечивает эффективное обучение иностранных учащихся русской фонетике, лексике, грамматике, речевому этикету, а также облегчает формирование необходимых коммуникативных навыков.

Ключевые слова: методика обучения второму языку, русский как иностранный, учебный комплекс по РКИ для немецкоговорящих, компьютерный тренажер по РКИ.

The teachers of Russian of National Technical University “Kharkov Polytechnic Institute” (Kharkov, Ukraine) and Humboldt-Universität zu Berlin (Germany) created a nationally oriented training complex for learning Russian as a foreign language, named “V Dobryi Put’!” (“Gute Reise!”) including a Russian textbook [1], an audio-supplement, a video-film and a test system.

Later on, a group of specialists from MIEM NRU HSE (Moscow, Russia) worked out a computer-based training system in RFL which was successfully installed at the computer center of Humboldt-Universität and it is currently involved into educational practice at the local Language Centre (Sprachenzentrum).

The text-book includes the most important sections of practical grammar and is designed for learners of Russian as a foreign language of elementary and intermediate levels. The materials of the test-book correspond to UNICERT I and partially UNICERT II level of classification of language tests in Germany. The text-book is designed for 160–180 classroom hours and can be used not only in class, but also at short-termed courses of Russian, as well as at time of individual work or distant learning. It can be useful for business people who study Russian and try to expand contacts with their business partners and want to get the necessary cultural knowledge of the target language country.

The text-book consists of 12 lessons, additional materials for reading and listening comprehension, as well as an alphabetical Russian-German vocabulary index of lexical units, presented in the lessons of the text-book.

Each lesson includes: dialogues of socio-cultural nature, a piece-work Russian-German vocabulary, a set of useful expressions, questions to dialogues, a grammar section, grammar exercises, speech situations, as well as some additional information, related to the topic of the lesson.

The dialogues of the lessons are united in a single script, devoted to the arrival of a German businessman in Ukraine, his meeting at the airport, accommodation in a hotel, business-breakfast, talks with a partner, signing a contract, visiting restaurants, sightseeing, travelling about the country and coming back home. This script makes the basis for audio-supplement and a video film.

Each piece-work Russian-German vocabulary is presented as a kind of explanatory dictionary; the volume of new lexis of the text-book is 600–700 units (together with the useful expressions).

Grammar sections of each lesson include the most important aspects of practical Russian grammar (declension of nouns and adjectives, conjugation of imperfective verbs in the present tense and types of stress, imperative, verb aspects formation, verbs of motion without prefixes and with prefixes, attributive clauses introduced by *который*, etc.). For the users' convenience the grammar material is presented in tables and provided with necessary comments.

Exercises covering all kinds of speech activity ensure best results in fixing grammatical and lexical material, presented in the dialogues. Part of exercises is presented as a workbook, some of them are provided with the audio application that makes it possible not only to develop listening skills, but also to control doing of exercises. The system of exercises, provided in the text-book allows using them for distant learning.

The communicative situations, given in the text-book are aimed to induce students to implement their newly acquired language skills in practice of direct verbal communication.

The sections, entitled "Some information", placed at the end of each lesson give the trainees some cultural notes; they are, primarily, intended for students' independent work.

The additional materials for reading and listening, presented in the book are divided into the following sections: "The main cities of Russia", "In the cities of Ukraine", "Newspapers", "Psychological tests", "A bit of humor". They are at contributing to a deeper student's acquaintance with the cultural realities of Russia and Ukraine.

The RFL computer-based training system makes it possible to work in three basic modes: working with the dictionary, listening to the dialogues and doing grammatical exercises. Learning the material of each lesson should begin with working on the vocabulary. It is carried out in two stages. At the stage of training students learn the new words pressing the buttons with written words (firstly, in German, then, in German and Russian and finally, only in Russian) and listening their pronunciation in Russian. On accomplishing training, users can move to the control stage to assess the quality of their knowledge. The word, pronounced by the reader should be guessed by the trainee among the group of the words, and the appropriate button pressed (fig. 1).

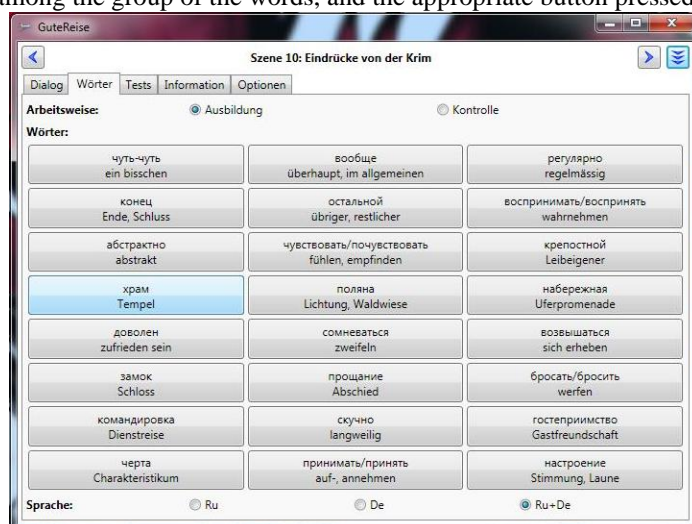


Fig. 1. Working with the vocabulary (control stage)

To begin working with the dialogues a user should start an audio player that replays the scenes from the movie, and the screen will display current shots and the text of the dialogue in Russian with the German translation. Listening to the text, the users can perform multiple listening of the dialogue, moving along the text, repeating necessary fragments of the recording, disabling, if necessary, the German translation and so on (fig. 2). The work with the dialogues gives users an opportunity to train listening skills, achieve high-quality

simultaneous translation, make a summary of the text, answer the questions, and train the skills of making dialogues with the teacher or fellow students.

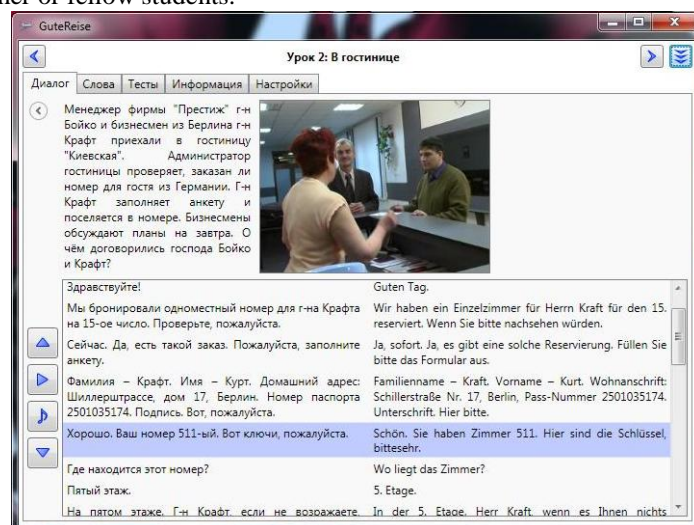


Fig. 2. Working with the dialogues (listening and translation)

Grammar exercises include grammatical and lexical material of each lesson. The option “Information” provides necessary theoretical grammar which should be sufficiently understood and mastered before users’ proceeding to doing the exercises. The presentation of the exercises is based on the following typical testing techniques: multiple choice, true/false technique, matching technique, filling the gaps and others. The training system provides not only exercises, but also the control of the correct answers. The results of the control allow getting an objective view about how well the students have learned the material and whether it is necessary to re-do the exercises.

Combined academic work both with the nationally oriented training complex for learning Russian as a foreign language “V Dobryi Put’!” and the RFL computer-based training system ensures a high effectiveness in learning Russian and gives better opportunities for the trainees.

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### ВЫЯВЛЕНИЕ ПРОБЛЕМ ФОРМИРОВАНИЯ ИНФОРМАЦИОННОЙ КУЛЬТУРЫ ОБРАЗОВАТЕЛЬНОГО МЕНЕДЖЕРА

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В статье рассмотрено понятие и дана краткая характеристика структурных компонентов информационной культуры образовательного менеджера. Приведены некоторые результаты исследования проблем формирования информационной культуры образовательного менеджера.

#### Identifying problems of information culture of educational managers. Silchenkova S., Koshevenko S.

The article deals with the concept and gives a brief description of the structural components of the information culture of the educational manager. Some results of the study of problems of formation of information culture of the educational manager.

Информационная культура является важной характеристикой специалистов различных сфер деятельности. По мнению В.А. Кравец, В.Н. Кухаренко это эффективные способы обращения с информацией и представление ее потребителю для решения теоретических и практических задач; механизмы совершенствования технических сред производства, хранения и передачи информации;